

LEARNING TOGETHER ABOUT INTEGRATING PHONOLOGICAL AWARENESS

Purpose	Teachers and coaches can use this tool to develop strategies for integrating phonological awareness instruction into the classroom routine.
Materials	None
Media	<p><i>Phonological Awareness All Day Long</i>, slideshow featuring a preschool teacher from the Syracuse City School District explaining how to incorporate phonological awareness activities throughout the school day.</p> <p><i>About Oceans: Integrating Language and Literacy Activities</i>, video interview with a preschool teacher who discusses planning early literacy and language instruction, extending learning through teachable moments, and monitoring student learning in thematic units (4:28)</p>
Topic	Preschool Language and Literacy
Practice	Teach Phonological Awareness

Learning Together About Integrating Phonological Awareness

Plan a staff meeting with coaches and teachers to view the media pieces *Phonological Awareness All Day Long* and *About Oceans: Integrating Language and Literacy Activities*.

Ask teachers to work in pairs to make a three-column planning chart. They should list their daily activities in the first column and, in the second and third columns, brainstorm teaching strategies and phonological skills linked to each activity. Teachers can use this type of chart on a daily or weekly basis to guide planning. A sample chart is included below to use as a model, and a blank chart follows.

Teacher Name: Jane Smith

Date: October 30, 2007

PLANNING CHART (SAMPLE) Integrating Phonological Awareness All Day Long		
Daily Activities	Strategies or Resources	Skills
Morning circle or meeting	Pictures, nursery rhymes, songs, puppet shows	Rhyming, alliteration, initial sounds
Small group lessons	Auditory guessing games, puzzle pieces with individual letters to form words	Differentiating sounds, sound-symbol correspondence
Activity areas (e.g., blocks, water table, dramatic play, and other interest/play areas)	Large or small blocks; finding a floating object that starts with the sound /d/; food pictures	Syllables, sound-symbol correspondence, initial sounds, blending and segmenting phonemes
Transitions	Clapping games, chants	Syllables, initial or ending sounds in names, rhyming
Story time	Books, poems, illustrations	Rhyming, initial or ending sounds, blending and segmenting syllables or words
Playground and gym activities	Sound walk, scavenger hunt, hopscotch	Initial and ending sounds, segmenting and blending, syllables
Class trips	Games (e.g., I spy something that begins with the sound /s/)	Initial and ending sounds, segmenting and blending, syllables
Other activities		

Date: _____

[illegible]